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ABSTRACT

This competency-based preservice home economics teacher education module on assembly line garment construction is the second in a set of three modules on occupational aspects of textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) assembly line procedures and construction (includes lessons on garment construction procedures and standards and techniques used to produce quality construction); (2) constructing clothing to meet commercial specifications (includes lessons on types of equipment, sequence of construction, operating a power machine, and identifying construction processes); and (3) differences in textiles and clothing construction related to cost and quality (includes lessons on quality in textiles and clothing construction). Each lesson includes a narrative summary and suggested resources. A list of suggested module resources (readings) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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OCCUPATIONAL STRAND:

TEXTILES AND CLOTHING

MODULE II-D-2 ASSEMBLY LINE GARMENT CONSTRUCTION

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1978

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CE 019 942

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NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

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ASSEMBLY LINE GARMENT CONSTRUCTION

Module Objectives

Through visual aids, the MATCHE student will be able to demonstrate, to the satisfaction of a factory representative, assembly line garment construction procedures which meet industrial standards.

The MATCHE student will be able to describe the relationship between various techniques used in assembly line procedures and the efficiency and quality of garment construction.

The MATCHE student will be able to construct apparel items and choose the appropriate fabric, pattern, notions, and construction methods to meet commercial specifications based on standards of speed, economy, and appropriateness.

Given sample garments, the MATCHE student will be able to distinguish differences in textiles and clothing construction as related to their costs, based on criteria for quality.

Module Overview

The textile and ready-to-wear clothing industries continue to expand. Knowledge of the standards and procedures followed in assembly line construction will aid students in adapting programs to meet industrial standards.

To adequately prepare you to understand assembly line procedures and standards for constructing garments meeting commercial specification, and to identify the quality of textiles and clothing related to cost, this module has been divided into three units:

Unit 1: Assembly Line Procedures and Construction

Unit 2: Constructing Clothing to Meet Commercial Specifications

Unit 3: Differences in Textiles and Clothing Construction Related to Cost and Quality

UNIT 1

ASSEMBLY LINE PROCEDURES AND CONSTRUCTION

Objectives

The MATCHE student will be able to identify garment construction procedures which are appropriate for assembly line operations.

The MATCHE student will be able to identify commercial standards of assembly line construction procedures.

The MATCHE student will be able to identify techniques used in assembly line procedures which result in efficiency and/or quality of construction.

Given a list of techniques used in assembly line procedures and a list of resultant aspects of efficiency and quality of construction, the MATCHE student will match each technique to its respective resultant aspect of efficiency and/or quality.

Overview

The commercial textile and clothing industries have a variety of positions which a high school graduate can secure. On-the-job training programs are conducted for many of these positions. This unit deals with general procedures common to most types of assembly line construction. Detailed techniques of construction are not included since these are acquired during the on-the-job training period.

Specific standards to maintain quality of assembly line garments will vary from item to item and from industry to industry. However, there are some standards common to all items and industries including cleanliness, accurate cutting, and conformation to sizes. The scale by which these standards are measured is determined by the industry.

It is the purpose of this unit to help you learn the skills and concepts which form the basis for established standards, and to give you the opportunity to observe the techniques which are employed to meet different standards.

Lesson 1: Garment Construction Procedures

Narrative Summary

The garment industry is one of the largest in the world. It makes millions of jobs available to those interested in clothing construction. Many of the techniques used commercially vary somewhat from those used by the home seamstress. Employing the shortest time possible many shortcuts are taken to eliminate unnecessary steps, saving time and energy. The student viewing the garment industry as an occupation will find a wide variety of jobs available. There will be slightly different procedures used in each factory, depending upon what item of apparel is being manufactured.

Suggested Activities

1. During this unit visit at least three types of garment construction establishments using assembly line procedures, e.g., outer garments and sportswear. Note entry-level jobs and opportunities for advancement. Prepare a written paper explaining the differences and similarities of the establishments in career opportunities.

2. Using available resources, obtain a list of construction steps to complete the garments in a chosen garment factory. Discuss this list in small groups and/or with your instructor.

3. Compare with at least three other students your list of construction steps used in manufacturing apparel in an assembly line procedure.

4. Plan visual aids to demonstrate assembly line garment construction (slides, posters, transparencies, etc.).

5. Make a list of important terms used in the apparel industry.

Progress Check
Your lists will serve as a progress check for this lesson.

Note to Instructor:

In many areas there may be a limited number of manufacturers or perhaps none at all. An alternative to the suggested activities would be for the instructor to visit manufacturers and video tape interviews, etc. When equipment is available, much of the construction and use of power machines may be done at the college or university. A student may also perform activities from all of the lessons with one visit to any manufacturer.

Lesson 2: Standards and Techniques Used to Produce Quality Construction

Narrative Summary

Basic construction techniques are used by all manufacturers of clothing apparel. Machinery and operators are constantly checked to assure that they are working at top efficiency, producing the best garment possible in the least amount of time for the manufacturer. A technique selected for a particular procedure will be chosen on the basis of the time it takes to complete. Given two techniques, the one demanding less time and manual attention will be given preference.

One of the most important aspects of the commercial assembly line procedure is efficiency. The more efficient a factory is, the lower the cost per unit, thus cutting the industry overhead and giving the industry a choice of larger profit for stockholders or marketing the item at a lower cost to the consumer.

Suggested Activities

1. Observe assembly line construction techniques. With a representative from the production control department or your instructor, determine the procedures that were selected to ensure an efficient operation.

2. Discuss with the head of the production control department of a garment factory the standards for construction. Go over list in class with a small group and/or with your instructor.

3. Review time and motion studies done in relation to assembly lines. What procedures are followed to help eliminate fatigue?

Have your instructor review the lists of construction steps and procedures. If no additional work is prescribed by your instructor, proceed to the next unit.

UNIT 2

CONSTRUCTING CLOTHING TO MEET COMMERCIAL SPECIFICATIONS

Objectives

When asked to list and describe the types of equipment used to construct clothing to meet commercial specifications, the MATCHE student will include power machines, measuring equipment, marking equipment, and hand equipment.

Given a list of construction steps which must be performed and a list of construction processes, the MATCHE student will be able to develop a list of processes in proper sequence to be used in the construction of a custom-made garment.

The MATCHE student will be able to demonstrate ability to successfully operate a power machine by performing various activities, such as needle selection and threading, and operations involving the bobbin, tension controls, and stitch settings.

The MATCHE student will be able to demonstrate ability to utilize a power machine for several different construction methods or processes.

The MATCHE student will be able to identify the construction process to be used when given a description of the expected result.

The MATCHE student will be able to demonstrate ability to perform specialized construction processes by successfully completing given tasks which require specialized assembly line construction processes.

Overview

It is the purpose of this unit to enable the MATCHE student to develop in sequential order a construction process that meets commercial specifications of speed, economy, and appropriateness. Using the correct process, the MATCHE student will be able to construct various garments that meet commercial specifications.

Lesson 1: Types of Equipment

Narrative Summary

Commercial sewing and pressing equipment used in constructing clothing garments is heavier, faster, and more durable than that used in the home. It is the machine's job to allow operators to work at their top rate of speed. Small hand equipment used by the pattern and sample makers is much the same as that used in noncommercial sewing. Employees may want to use their own rulers, scissors, etc., as they will probably have favorites that feel right in their hands.

Suggested Activities

1. List and describe the different equipment used in the garment industry for construction, pattern making, and sample making.

2. Visit a factory and examine the equipment used. Compare it to the list requested in #1 above.

> **Progress Check**
>
> Your equipment list will serve as a check for this lesson.

Lesson 2: Sequence of Construction

Narrative Summary

It is impossible to list all the sequences used by all manufacturers. The sequence used by a company will be determined by the quality of the garment desired, the equipment available, the fabric used, and the amount of detail of the design. Each manufacturer will use its own standards to determine the sequence of construction.

Suggested Activities

1. Make a list of possible construction steps. Using an assembly line constructed garment analyze the proper sequence of processes used to construct the garment. Determine the retail price of the garment.

2. Review sequence made in #1 with the proper employee of the manufacturer.

Progress Check

Your approved sequence will serve as a check for this lesson.

Lesson 3: Operating a Power Machine

Narrative Summary

Operating a power sewing machine will be a great departure from operating the home sewing machine. There are power machines which sew as many as 6,000 stitches per minute. It is with practice that the operator performs at top efficiency, producing a flawless garment.

The completion of the following activities will depend upon the availability of a power sewing machine.

Suggested Activities

1. Use the stitching exercises in Dressmaking Techniques for Trade Students. Practice stitching straight, curved, and pointed seams. Increase speed until you can sew at top speed for the commercial machine you are using.

2. Using a commercial sewing machine, replace the needle, thread the machine and bobbin, check the tension and set for straight stitching. Have the instructor and/or supervisor check your work.

3. After mastering the plain seam, sew the following: edge stitching, welt seam, slot seam, direct overlocking, and applique. Have the instructor and/or supervisor check your work.

4. Visit a local education agency which offers occupational training in operating a power machine. Inquire about the instructor's training and the skills required of students to complete the course.

Progress Check

The instructor or assembly line supervisor will evaluate your ability to operate power sewing machine.

Lesson 4: Identifying Construction Processes

Narrative Summary

Every garment encountered in a clothing factory will call for some special construction technique. A simple T-shirt needs a neck band requiring special handling with stretch stitches. Patch, set-in, and corded pockets serve a single purpose but have different construction processes for being attached to a garment. It is important to understand the special machines and skills needed for each special task on the assembly line.

Suggested Activities

1. Spend an adequate amount of time in each area of an assembly line to be able to recognize the procedures for specialized construction processes (zipper, pockets, flaps, collars, etc.).

2. Successfully complete a sample of the specialized construction processes encountered on the assembly line you visited.

Upon successful completion of assigned activities, proceed to next unit.

UNIT 3

DIFFERENCES IN TEXTILES AND CLOTHING CONSTRUCTION RELATED TO COST AND QUALITY

Objectives

The MATCHE student will be able to identify the criteria for quality in textiles.

Given several samples of various textiles, the MATCHE student will be able to identify the criteria for quality, if any, that each sample meets.

The MATCHE student will be able to identify the criteria for quality in clothing construction.

Given several items of clothing that reflect various methods of clothing construction, the MATCHE student will be able to identify the criteria for quality in clothing construction, if any, that each item meets.

Overview

The quality and cost of various textile and clothing items will vary. The MATCHE student will become familiar with criteria for quality and will evaluate several textiles and garments for quality and cost.

Lesson 1: Quality in Textiles

Narrative Summary

A list of desired qualities for textiles would be endless. People have special needs and wants for the fabrics they wear and with which they live. Simply, quality is directly related to the desired end use of the textile. Durability and hand are perhaps the qualities considered most important or often considered. The use of the fabric will dictate how durable the textile must be and the texture it must have. Today's fibers have many characteristics added to them by the numerous finishes available.

The manufacturer of clothing is very greatly interested in the qualities that the consumer finds desirable in textiles. It is only with this understanding that the manufacturer can produce articles of apparel made from the fibers wanted by the consumer. The success or failure of the manufacturer's line may depend on the textiles used.

Suggested Activities

1. Make a list of qualities considered by the consumer when selecting textiles.

2. Secure from your instructor a variety of textile samples. Select from your list those qualities which each sample possesses.

Progress Check
Your matched lists of qualities is your progress check.

Lesson 2: Quality in Clothing Construction

Narrative Summary

As with fibers, each individual consumer will list different qualities of clothing construction which are important to their wants and needs. The quality of clothing garments vary greatly with price, but price is not always a guarantee of good quality. For this reason it is important for the consumer as well as employees in the clothing industry to be able to recognize good quality. Wardrobe items which are expected to have a long life, such as coats, should be of the best workmanship possible. Fad items, such as scarfs, will not be used year after year and will not need to be of the highest quality.

The manufacturer has a duty to give the best quality for his price range. It is the job of the quality control department to evaluate garment construction and assure that the manufacturer's standards are being met.

Suggested Activities

1. Make a list of characteristics for quality in clothing construction.

2. Secure from your instructor garments to evaluate. For each garment, list the characteristic of good quality which are present.

Progress Check

Your lists will be your progress check.

Progress Test

1. Present to the class all the materials including visuals which you have prepared that are available for teaching a unit at the high school level.

2. Work with your small group to prepare a presentation and schedule a time to give it to a home economics education class.

When you have completed all activities check with your instructor, then take the Module Posttest.

Suggested Resources

Addison, Betty G., Karen R. Gillespie, and Isabel Wingate. Know Your Merchandise. San Francisco: McGraw-Hill, 1964

American Standards Association. American Standard L-22, Performance Requirements for Textile Fabrics. New York: The Association, 1960.

Clark, Winifred. Dressmaking Techniques for Trade Students. New York: Drake Publishers, 1970.

Dictionary of Occupational Titles, Volume I, Definitions of Titles. Washington, D.C.: Government Printing Office. (latest edition)

Doerr, Catherine. Smart Sewing. New York: Macmillan, 1967.

Erwin, Mabel, and Lila A. Kinchen. Clothing for Moderns. New York: Macmillan, 1974.

Frank, Bertrand. The Progressive Sewing Room. New York: Fairchild.

Joseph, Marjory. Introductory Textile Science. San Francisco: Holt, Rinehart and Winston, 1972.

Solinger, Jacob. Apparel Manufacturing Analysis. New York: Textile Book Publishers, 1961.

The Vogue Sewing Book of Fitting, Adjustments, and Alterations. New York: Butterick Fashion Marketing Company, 1972.

Vanderhoff, Margil, Lavina Franck, and Lucille Campbell. Textiles for Homes and People. Lexington, Massachusetts: Ginn and Company, 1973.

Wingate, Isabel. Textile Fabrics and Their Selection. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Women's Wear Daily. Fairchild Publications, 7 East 12th Street, New York. (recent issues)

MODULE PRE/POSTTEST

Assembly Line
Garment Construction

Student_____

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of the pretest results.

1. List and describe four entry-level jobs available in the garment industry.

   a.

   b.

   c.

   d.

2. Selecting a garment of your choice, give the sequence of steps necessary for completing its construction.

3. List five signs of good quality to look for when evaluating a ready-to-wear garment.

   a.

   b.

   c.

   d.

   e.

Pre/posttest (continued)

4. What are the major categories of industrial machinery used in assembly line production of apparel?

5. What are some signs of good quality to look for when selecting textiles to be used for ready-to-wear garments?

6. What are the functions of time and motion studies?

7. Define the following terms:

   a. Marker:

   b. Press Cladding:

   c. Modelling:

   d. Scye:

8. What are some simple procedures followed in assembly line production to minimize fatigue?

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Assembly Line Garment Construction

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. a. floor help in every department
   b. packing and shipping
   c. promotion
   d. pattern drafting assistant
   e. grading assistant
   f. molding and pressing assistant

2. Every garment will have different procedures. The following is an example of procedures for a blouse.

   a. designed
   b. modelling
   c. marker made
   d. fabric prepared
   e. fabric cut
   f. fabric marked
   g. stay stitching
   h. interfacing
   i. pockets
   j. darts
   k. join design lines
   l. collar attached
   m. sleeves set in
   n. buttonholes
   o. buttons
   p. final pressing
   q. inspection

3. a. seams at least 1/2"
   b. seams finished if fabric requires
   c. flat seams pressed open; no puckers caused by stitching
   d. no seam slippage
   e. hem ridge and stitches do not show from right side of garment
   f. hem depth allows for alteration
   g. hem of A-line or circular skirts eased in
   h. sleeve set in smoothly; no pucker
   i. zipper should zip easily and not catch on fabric or loose strings

j. good quality interfacing
k. points well defined
l. buttonholes: machine type--close even stitches, no loose threads; bound buttonholes in high-cost garment
m. well pressed

4. a. power machines
b. pressing and molding machines
c. tables
d. cutting equipment
e. packing and shipping equipment

5. a. comfort
b. appearance
c. durability
d. minimum care

6. a. Time study: estimates the amount of production the worker should produce with a given work method and expenditure of human energy during given periods of time under given work conditions.

b. Motion study: to determine the equipment, tools, working conditions and work method which will enable the worker to produce a maximum number of work units per unit time with a given expenditure of human energy.

7. a. Marker: arrangement of the completed pattern pieces of a garment on the material or on a sheet of paper preparatory to cutting, done in most economical manner.

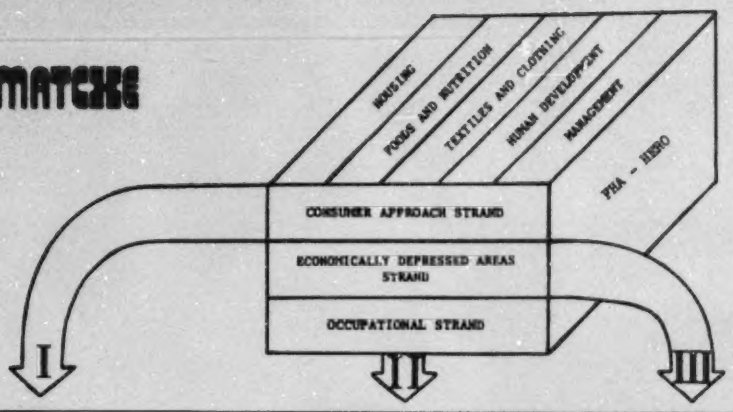
b. Press Cladding: all types of padding and covering used on presses and on pressing boards.

c. Modelling: a means of making a pattern in mull, muslin, lino, or calico on a dress stand.

d. Scye: normal armhole of a garment.

8. Every manufacturer will have its own system but examples are work breaks and piped in music.

MATCHE



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
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B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele